Evaluating the Effect of Independent Curriculum and Teachers Duties on Student Achievement

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ABSTRACT

This study aims to find out and analyze the influence of implementing the independent curriculum and teacher responsibility on the learning achievement of students of SD Negeri at Ilir Timur 1 District, Palembang. This type of research is quantitative research with a research design using an ex-post facto research design. The sample in this study is 115 teachers of SD Negeri at District Ilir Timur 1 District, Palembang. The data analysis technique uses quantitative descriptive analysis techniques and multiple regression. The results of this study stated that 1) there was a significant influence of the implementation of the Independent Curriculum on the achievement of students of SD Negeri at Ilir Timur 1 District, Palembang.; 2) there is a significant influence of teacher responsibility on the achievement of students of SD Negeri at Ilir Timur 1 District, Palembang.; 3) there is a significant influence on the joint implementation of the Independent Curriculum and teacher responsibility on the achievement of students of SD Negeri at Ilir Timur 1 District, Palembang.

Keywords: Independent Curriculum, Responsibility, Learning Achievement, Elementary School Students.

INTRODUCTION

One criterion for evaluating the caliber of education is the achievement of students in learning. The United Nations Educational, Scientific, and Cultural Organization has ranked Indonesia's educational system as the 10th best in the Asia-Pacific region out of 14 developing countries. The grade for instructors' quality is 14 out of 14. The low standard of facilities and infrastructure, the caliber of teachers, and student accomplishment are some of the reasons behind Indonesia's alarming state of education (Harapan et al., 2024). Next, according to Taufiqi & Purwanto (2024),

excellent student accomplishment in both academic and extracurricular areas will result in high-quality school output. According to that justification, the primary objective of education is the attainment of student learning. Student learning success is demonstrated by their learning achievement. Therefore, in order to maximize student learning accomplishment through school curriculum management, it is imperative that all educational components exert their greatest effort.

Ten changes have been made to Indonesia's national curriculum: in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2006, and 2013(Cholilah et al., 2023). The current curriculum is independent. It replaces the KTSP curriculum, which details several aspects significantly, namely knowledge, skills, and social and spiritual attitudes (Cholilah et al., 2023; Hasibuan et al., 2022; Zakso, 2023). Educational units have a challenge in implementing the independent curriculum (Hehakaya & Pollatu, 2022). The independent curriculum requires educators and students to use their knowledge as much as possible. Four competences are essential for teachers to possess and maintain, as they have a substantial impact on the learning process (Ihsan, 2022; Rusmiati et al., 2023). As a result, there are numerous issues that arise when the independent curriculum is implemented. When implementing the autonomous curriculum, which stresses the use of technology and information, one of the most important issues is the lack of suitable school infrastructure.

The State Elementary School in Palembang's Ilir Timur 1 District was the site of this study. The results of initial observations conducted by researchers on October 9, 2023, obtained data that showed indicators of low achievement of State Elementary School students in Ilir Timur 1 District, Palembang. These indicators can be seen, among others, from the learning achievement of students who have yet to reach the maximum score of some students in certain subjects, especially exact subjects. It is impossible to separate the instructors' role in controlling the learning process at State Elementary Schools in Ilir Timur 1 District, Palembang, from the low learning achievement of the children. The researcher's observations have led to the conclusion that teachers still need to properly regulate learning. It has proven impossible for teachers to control the classroom environment and inspire pupils to participate actively in lessons and learning activities. Additionally, educators continue to employ traditional teaching methods, which bore children with the classroom's prescribed methods of instruction.

Based on their observations at State Elementary Schools in Ilir Timur 1 District, Palembang, researchers discovered that one of the reasons teachers haven't been able to fully implement the independent curriculum in the learning process is that there isn't a continuous training program that all teachers can follow. Some educators who have created lesson plans utilizing the autonomous curriculum demonstrate this. Though occasionally students are permitted to ask and respond to questions, some of these teachers continue to employ semi-conventional approaches. Professors seem more involved than students in the teaching and learning process. According to the researcher, this type of learning process differs

from the autonomous curriculum's learning process, in which teachers attempt to support student-centered learning.

This is consistent with the findings of Mayanti (2023), who demonstrated that learner-centered learning—as opposed to teacher-centered learning—is essential for an efficient learning process. Since knowledge is viewed as a social construct, it can be acquired through collaboration, peer interaction, and evaluation of educational activities (Suryani et al., 2023). According to the findings of the researchers' observations, learning administration is still the only way that the autonomous curriculum is implemented. Put otherwise, the qualities of the curriculum must still be incorporated into the implementation of an independent curriculum. This condition may result from the demise of the educational spirit, the inability of highly expected teachers to execute independent curriculum-based learning, or the necessity for greater efficiency in the performance of their professional tasks. The association between the variables in this study has not yet been fully explained by the researcher's original observations, nevertheless. Thus, more thorough research is required to ascertain how applying the independent curriculum and instructors' duties affect students' learning accomplishment.

LITERATURE REVIEW

Previous Related Study

The Influence of the 2013 Curriculum and Teacher Performance on Student Learning Outcomes is a paper published in 2022 by Mukminin et al. According to the study's findings, teacher effectiveness and the 2013 curriculum had a considerable impact on students' learning outcomes in SD Negeri Segugus 2, Sanga Desa District, both alone and jointly. The curriculum and teacher effectiveness are the key components that help students succeed in achieving better learning outcomes. The fact that both the studies to be examined and the research mentioned above use teacher performance and student learning attainment as research variables reflects their similarities. The distinction is that the study mentioned above examines how teacher effectiveness and the 2013 Curriculum affect student learning results. In the meantime, the study's research examines how teacher effectiveness and the adoption of the autonomous curriculum affect students' learning results.

The Novalita group (2023). The impact of autonomous curriculum and principal leadership on state high school teachers' performance in the driving school program. This study's conclusion is that independent curricula and the principal's leadership both improve teacher effectiveness. The outcomes of the Fcal>Ftable test demonstrate this. The tcal> test findings, which indicate that Ha3 is accepted and Ho3 is refused, also demonstrate the impact. In summary, the independent curriculum and the principal's leadership have a big impact on teachers' performance. The fact that both the aforementioned studies and the research under study use teacher performance and independent curriculum as research variables

highlights their similarities. While the previously mentioned research looks at the influence of the principal's leadership and the independent curriculum on teacher performance, the research under study looks at the relationship between teacher performance and the implementation of the independent curriculum and student learning outcomes.

Student Learning Achievement

Hidayad et al. (2023) assert that achievement is an innate talent arising from the interplay of multiple elements influencing learning from both internal and external sources. As per Bonar Siagian & M Bambang Purwanto (2023), learning achievement serves four primary purposes: 1) serving as a gauge of the caliber and extent of knowledge that students have acquired; 2) serving as a representation of curiosity; 3) serving as educational content; and 4) serving as an internal and external indicator in educational establishments. Internal indicators in the sense that academic success can serve as a proxy for an institution of higher learning's productivity (Purwanto et al., 2022; Purwanto & Marsinah, 2021).

Irawan et al. (2024) state that the school's objective is achievement. A school is considered effective if it achieves success in all areas of the school, including student learning. However, student learning attainment is the most important metric. Purwanto (2022). In terms of affective, psychomotor, and cognitive intelligence, the kids' learning accomplishment in issue is superior. The same thing was also expressed by Marsinah Marsinah et al. (2024), who stated that it is *one in which students progress further than might be expected from a consideration of intake*. According to Bambang (2017), students who excel in learning have the characteristics of change, which include 1) changes in intentionality, 2) positive and active changes, and 3) practical and functional changes.

Three skills are included in learning accomplishment measures, according to Afini et al. (2023): cognitive, emotional, and psychomotor pupils. According to several definitions of achievement, student learning achievement is the outcome of a thorough evaluation and a well-designed learning process that is defined by the student's capacity to grasp the material on related disciplines. Academic achievement can also be interpreted as the result of a person's ability in a particular field to achieve a constitutive realm, which tests can directly measure.

Implementation of the Independent Curriculum

The Ministry of Education and Culture and Higher Education support schools in implementing the New Paradigm Curriculum. The Ministry of Education and Culture provides examples of curriculum creation for educational units, Teacher Books, teaching modules, and a variety of formative assessments to aid students in applying what they have learned. Instructors ought to develop subject-specific modules (Mulyasa, 2023; Oktaviani & Ramayanti, 2023). However, if teachers are

unable to post their own learning modules in the start, they may use the ones made by the Ministry of Education, Culture, Research, and Technology.

Insufficient facilities and infrastructure are among the challenges teachers face when implementing the independent learning curriculum. Although training and the implementation of the independent curriculum have gone well, teachers still require time to adjust when moving from the K–13 curriculum to the independent learning curriculum (Cholilah et al., 2023; Divana et al. et al., 2022). The Minister of Education and Culture supplies learning resources to teachers, who then download the self-directed learning platform and plan classes. Teachers also participate in socializing activities that are connected to the curriculum (Angga et al., 2022).

The examination of teacher readiness in the independent learning curriculum leads to a knowledge of the structure of the curriculum, the readiness of the learning plan, the readiness of the learning process, the readiness of the teaching module, and the readiness of the assessment of learning (Febia et al. et al., 2022; Hasibuan et al., 2022). As a result, the autonomous curriculum is an evolution of the 2013 curriculum, which was the prior curriculum. According to pupils' aptitudes, the independent curriculum promotes learning (Hehakaya & Pollatu, 2022; Ihsan, 2022). There will be greater room in this curriculum for character development and key competencies (Isa et al., 2022; Iskandar et al., 2023; Mayanti, 2023).

Teacher responsibilities

Teachers have a very large responsibility because their responsibility is essentially the responsibility of parents. Parents are the first and foremost educators. Educators encourage their students to actively, creatively, and innovatively interact with the environment or new experiences in the form of lessons offered to them. For this reason, teachers, with their art and knowledge, can stimulate students' interest and attention (Dynasty et al., 2021).

In addition to instructing students and furthering education inside the school setting, educators have an obligation to extend an invitation to the local community to engage in local educational advancement. Devotion to duties characterized by proficiency in materials and procedures will be represented in professional teachers (Eliyanti, 2020; Setiawati & Na'lim Ainun, 2010). A professional teacher's obligation to fulfill all of his duties demonstrate his responsibility (Aarto-Pesonen & Tynjälä, 2017). It should be possible for professional educators to fulfill their duties to students, parents, society, the country, state, and religion (Chan et al., 2012; Choi & Jacobs, 2011).

Among the other things that teachers are accountable for are following human norms and values, accepting the task of teaching with joy and wholeheartedness rather than as a burden, being conscious of their actions and the results of them, learning and teaching, showing appreciation to others, including students, being

wise and wise, respectful and careful, and doing all of the above out of religious piety (D. et al., 2002; N. Clarke, 2005).

A professional teacher's duties include the following: 1) Intellectual responsibility is demonstrated by comprehensive and thorough mastery of the learning materials, which encompasses mastery of the scientific content that supersedes the curriculum material in schools as well as the scientific structure and methodology (Elnaga & Imran, 2013); 2) Professional and educational responsibility: Achieved by teachers by getting to know their students, planning and carrying out lessons, assessing learning objectives, and helping students reach their full potential (Guile, 2019); 3) The ability of teachers to interact and get along with students, other educators, the education staff, parents/guardians of kids, and the local community is a necessary component of social responsibility (Hargreaves, 2000); 4) Spiritual and moral responsibility: This is demonstrated by the way educators present themselves as religious individuals whose actions are always dictated by the religious precepts and doctrines they follow and do not stray from them (Harteis & Billett, 2008; Hodkinson & Hodkinson, 2004). The capacity of the teacher to comprehend, regulate, and govern oneself as well as to value and grow spiritually is a sign of personal responsibility (Day, 2017).

A teacher's primary tasks include managing instruction in a more effective, dynamic, efficient, and positive manner. This is defined by the awareness and active participation of two teaching subjects: the student, who experiences and actively participates in achieving self-change in teaching, and the instructor, who acts as the original initiator, director, and supervisor.

METHOD

Design and Samples

This study was conducted at the State Elementary School in the Ilir Timur 1 District of Palembang. It is anticipated that the project will be finished in four months, from March 2024 to June 2024. A quantitative descriptive research design was employed in this study. This subject's primary focus is on the examination of numerical data, or numbers, that have been processed using statistical approaches. To give data, numbers were taken from the questionnaire answers.

There were 115 pupils in the study's sample. After then, the total number of samples is split across all schools so that each school's sample count is established uniformly.

Table 1. Number of Research Samples

No	School	Number of Population	Sample Calculation

1	SDN 040 Palemban	32	115/162 x 32= 23
2	g SDN 039	33	115/162 x 33= 24
3	Palemban g	16	115/162 x 16= 11
4	SDN 044 Palemban	22	115/162 x 22= 16
5	g SDN 043	9	115/162 x 9= 6
6	Palemban g	34	115/162 x 34= 24
7	SDN 045 Palemban g SDN 041 Palemban g SDN 042 Palemban g	16	115/162 x 16= 11
Total		162	115

Source: Data from State Elementary Schools in Ilir Timur District 1 Palembang in 2023

Instrument and Procedure

Since gathering data is the main goal of research, data collecting procedures are the most important stage. To obtain data that satisfies the established data standards, the researcher must be aware of the data collection technique (Sugiyono, 2019). The method used in this study to acquire data uses:

1. A questionnaire is a method of gathering data in which participants are sent a series of questions to complete (Suharsaputra, 2012). Suyitno (2018) defines a questionnaire as a data gathering tool in which respondents are provided with a series of written statements or questions and asked to react as per the user's desire. The Likert scale is the data scale in use. According to Walby's (2015) opinion, a closed questionnaire, also known as a structured questionnaire, is one that is presented in a way that asks the respondent to select a response that best fits his characteristics by marking a cross (x) or a checklist (√). For this reason, the questionnaire used in this study is closed. The Researcher prepared the questionnaire used to collect data in this study based on a literature review supporting the variables revealed.
2. Observation is a research method where the Researcher makes direct observations on the research object.

3. The process of gathering data and information from books, archives, papers, writing numbers, and drawings and organizing it into reports and other material that can help with research is called documentation.

Data Analysis

Inferential statistics are used in this study's data analysis. Prerequisite tests, such as the multicollinearity, linearity, and normalcy tests, are run before performing the inferential statistical test. Using categorical measurements—very good, good, very good, not good, and very bad—the statistical descriptive analysis in this study seeks to characterize the research data (Sugiyono, 2019). The following formula was used to create the categories.

Table 2. Norm Range

No	Norma Range	Category
1	$\geq$ Mean + 1,5 SD	Excellent
2	Mean + 0,5 SD s/d < Mean + 1,5 SD	Good
3	Mean - 0,5 SD s/d > Mean + 0,5 SD	Enough
4	Mean – 1,5 SD s/d < Mean – 0,5 SD	Less
5	< Mean - 1,5 SD	Very Less

Source: Sudijono (2010: 175).

The basic linear regression analysis in this study is conducted using SPSS 20.00. The following forms the basis for choosing amongst basic regression tests:
1. If the computed t is greater than the t in the table, the independent variable affects the dependent variable.
2. If the t count is less than the t in the table, the independent variable has no effect on the dependent variable; otherwise, the options listed below may be selected.
3. In cases where the significance value is less than or equal to a probability value of 0.05, the independent variable affects the dependent variable.

If the significance value is higher than the probability value of 0.05, the independent variable has no effect on the dependent variable. The researcher used SPSS 20.00 Linear Regression analysis as the computing method for research data analysis in order to determine the F-cal value during the investigation. The multiple regression equation is represented by the sentence that follows.

$$Y = a + b_1X_1 + b_2X_2 +\dots\dots\dots b_nX_n$$
Information:
Y = Projected bound variable subject
X = Independent variables that have a specific value to predict
a = Constant values
b = The direction value as a determinant of the forecast (prediction), which shows the value of the increase (+) or decrease (-) value of the Y variable.

RESULT AND DISCUSSION

1) The Effect of Implementing the Independent Curriculum on the Learning Achievement of State Elementary School Students in Ilir Timur 1 District, Palembang.

Table 3. Results of the Hypothesis Test of the Influence of the Implementation of the Independent Curriculum on Learning achievement of State Elementary School students in Ilir Timur 1 District, Palembang

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.866	1.787		4.961	.000
	Implementation of the Independent Curriculum	.972	.088	1.036	10.981	.000
	Teacher Responsibilities	.766	.093	.867	8.713	.000

a. Dependent Variable: Student Learning Achievement

Source: Data Processing Using SPSS 22.00

Ho1 was rejected because there was a significant impact between the implementation of the independent curriculum and the learning achievement of State Elementary School students in the Ilir Timur 1 Palembang District. This was based on the simple regression test mentioned above, which yielded a calculated t value of 10,981 > from the tablet price of 1,658. The following table shows the value of the link between State Elementary School students' learning achievement in Ilir Timur 1 Palembang District and school-based management.

Table 4. Coefficient Correlation of the Implementation of the Independent Curriculum to the Learning Achievement of State Elementary School Students in Ilir Timur 1 District, Palembang

	R	R Squared	Eta	Eta Squared
Student Learning Achievement * Implementation of the Independent Curriculum	.471	.442	.480	.461

Source: Data Processing Using SPSS 22.00

The correlation coefficient, also known as the R Square value, was determined to be 0.442 by the statistical test findings. This number may indicate that there is a substantial correlation between the two variables. This table's R Square value, also known as the determination coefficient, is 44.2%. This means that the independent curriculum implementation variable has a 44.2% impact on students' learning achievement.

2) The Effect of Teacher Responsibility on the Learning Achievement of State Elementary School Students in Ilir Timur 1 District, Palembang.

Table 5. Hypothesis Test of the Influence of Teacher Responsibility on Learning Achievement of State Elementary School Students in Ilir Timur 1 District, Palembang

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.866	1.787		4.961	.000
	Implementation of the Independent Curriculum	.972	.088	1.036	10.981	.000
	Teacher Responsibilities	.766	.093	.867	8.713	.000

a. Dependent Variable: Student Learning Achievement
Source: Data Processing Using SPSS 22.00

The results of the significance test indicate that there is a significant relationship between teacher responsibility and the learning achievement of SD Negeri students in Ilir Timur 1 District, Palembang. Specifically, a calculated t value of 8.713 ≥ a table t price of 1.658 indicates that the calculated t value is greater than the table t, and Ho2 is rejected. The following table shows the value of the link between teacher accountability and the learning accomplishment of SD Negeri pupils in Ilir Timur 1 Palembang District.

Table 6. Coefficient Correlation of Teacher Responsibility to Student Learning Achievement

	R	R Squared	Eta	Eta Squared
Student Learning Achievement * Teacher Responsibilities	.438	.380	.375	.450

Source: Data Processing Using SPSS 22.00

The correlation coefficient, also known as the R Square value, was 0.380 based on the statistical test findings. According to one interpretation of this result, there is a strong link between the two variables. This table's R Square value, also known as the determination coefficient, is 38%. This means that the variable of teacher responsibility has a 38% influence.

3) The Impact of Teacher Responsibilities and the Independent Curriculum Implementation Together on State Elementary School Students' Learning Outcomes in Palembang's Ilir Timur 1 District

Table 7. Multiple Regression Analysis Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8708.734	2	4354.367	14.026	.000[b]
	Residual	533.561	112	4.764		
	Total	9242.296	114			

a. Dependent Variable: Student Learning Achievement
b. Predictors: (Constant), Teacher Responsibility, Implementation of the Independent Curriculum

Source: Data Management Using SPSS 22.00

Based on the Anova test above, F calculates as 14.026 with a significance level of $0.000 <$ a probability value of α 0.05, and F in the table corresponds to a significance level of 0.05 (2.112) of 3.08, meaning that F calculates > F table (14.026 > 3.08) and rejects Ho3, suggesting that the learning achievement of SD Negeri students in Ilir Timur District 1 Palembang is significantly impacted by both the implementation of the Independent Curriculum and teachers' responsibilities. The degree to which the independent variable simultaneously affects the dependent variable is displayed in the summary model table that follows.

Table 8. Coefficient of Termination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971[a]	.942	.941	2.183

a. Predictors: (Constant), Teacher Responsibility, Implementation Independent Curriculum

Source: Data Management Using SPSS 22.00.

Using the table, a R Square value of 0.942 can be found. The coefficient of termination shows that the independent curriculum's implementation and teachers' duties on State Elementary School students' learning achievement in Ilir Timur 1 Palembang District together have a 94.2% influence on learning achievement. This means that other factors not included in this study are responsible for the remaining portion of the influence.

Based on the above analysis, it can be concluded that the statistical descriptive analysis results are known. The independent curriculum was implemented in the public primary schools of the 1 Palembang district of Ilir Timur, with the following results: excellent: 0 or 0%; good: 40 or 48.95%; reasonably good: 20 or 27.97%; bad: 11 or 11.89%; and lower: 160 or 11.19%. The analysis's findings indicate that the adoption of an autonomous curriculum falls within the good category.

Following that, the findings of a statistical analysis of the teacher responsibility statistics for Ilir Timur's 1 Palembang District National Elementary School showed that there were five categories: excellent (rated 0 or 0%), pretty good (rated 43 or 53.15%), bad (10 or 16.78%), and lower (7 or 8.39%). The analysis's findings demonstrate that the accountability of educators in the SD Negro in the Ilir Timur 1 Palembang district belongs in the right category. According to Ilir Timur's analysis, the learning outcome data for pupils at 1 Palembang District Public Elementary School fell into the excellent category with a rate of 41 or 46.16%, while the excellent category had a rate of 0 or 0%. There were three categories: excellent (21, or 30.77%), poor (13, or 15.38%), and below (6, or 7.69%). The analysis's findings demonstrate that pupils at Ilir Timur's 1 Palembang District Public Elementary School likewise achieve learning outcomes that are exceptional.

The statistical descriptive analysis's findings, however, are not reliable enough to support the notion that teacher competency and job responsibility are related. Thus, a hypothesis test will be conducted in this study to determine the extent to which the competency and responsibility of teachers affect students' learning results at the State Primary School in district 1 of Ilir Timur in Palembang.

Based on the Anova test, F is calculated as 14.026 with a significance level of 0.000 < a probability value of α 0.05, whereas F in the table corresponds to a significance level of 0.05 (2.112) 3.08, so F calculates > F table (14.026 > 3.08), indicating the rejection of Ho3. This indicates that SD Negro students in Ilir Timur District 1 in Palembang will be significantly impacted by the implementation of an independent curriculum and teachers' accountability for learning outcomes. based on R 0.442's quadratic value. Based on the graduation coefficient of 44.2%, it can be inferred that the learning results of public primary school pupils in region 1 Palembang are affected by the introduction of an independent curriculum and the accountability of instructors. Eleven percent are impacted by variables not covered in this research. The research's findings demonstrate that a teacher's duties and the adoption of an autonomous curriculum have a significant influence on students' learning outcomes. The adoption of the autonomous learning curriculum in PAI learning in SD Y Magelang Regency 4th grade is known to rise by 10, as demonstrated by an increase in average learning outcomes, according to a study by Usanto (2022) that supports this conclusion.

Research by Khoiriyah et al. (2022) further corroborates the analysis's findings, stating that (1) Fcal = 4.070 and Fable = 3.94 are at a significance level of 5% since the analysis shows that learning significantly affects student learning outcomes when Fcal > Ftabel. (2) Fcal = 4,400 and Fable = 3.94, which indicate that IT mastery has a considerable impact on student learning outcomes, are at the 5% significance level according to the analysis results. (3) The study indicates that Fcal = 4.211 and Fable = 3.94 are at the 5% significance level, indicating that the teacher's responsibility has a significant impact on learning outcomes when Fcal > F-tabel. (4) based on an output level coefficient of 0,004 < 0,05 and an examination of the ANOVA result with Fount > Ftable (4,844 > 3,94). Conclusion: Since Ho

was both rejected and accepted, student learning results in MI, Lempuing District, South Sumatra were greatly impacted by IT proficiency, teacher accountability, and the bravery to learn.

Next, research by Ginting et al. (2023) demonstrates that, with an average score of 86 and a correlation test result of 0.904, which indicates that a calculation (0.904) ≥ table (0.312), then HA is accepted. These findings indicate that students with teacher responsibility have learning motivation that falls into the prominent category. Thus, there is a strong correlation between the usage of students' incentive to learn and the teacher's responsibility at SD Negeri 101824 Durin Simbelang. This is evident from the t-test findings, where the table number is 13.049 ≥ 0.312, indicating that Ha can pronounce it accepted. Based on SD Neger 101824 Durin Simbelang, this shows that teacher accountability has a major positive impact on students' enthusiasm to learn in the academic year 2022–2023. The study conducted by Iswadi et al. (2024) provides additional support for the findings of this research study. The study indicates that student learning outcomes are impacted by the introduction of an independent curriculum, as well as by the teacher's responsibility. The adoption of an autonomous curriculum and the teacher's accountability for the learning outcomes of their students have an impact on the study's findings.

CONCLUSION

Data analysis and hypothesis testing allow for the following conclusions to be drawn: 1) The implementation of an autonomous curriculum significantly affects the academic achievement of students in the Ilir Timur 1 Palembang district's public primary schools. 2) The academic achievement of the students at the public primary school in Ilir Timur 1 in the Palembang district is significantly impacted by the teacher's responsibilities. 3) The implementation of autonomous curricula and the accountability of educators significantly influence the scholastic achievement of public elementary school students in Palembang's Ilir Timur District 1.

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